WAPT Notes

21.6.2011

What’s on top:

Apiti

Charter – Does it link with actual goals / school philosophy?

How are Authentic contexts leading to enhanced student motivation and accelerated progress?

Weber

Guy Claxton Learning Muscles – Are they leading to accelerated progress?

Charter - Business as usual vs Goals for this year

Porangahau

How to keep our school alive and a school of choice?

Target Setting

Porangahau suggested “All children will meet their targets”

**Reflecting on the Action Plan**

Curriculum and NZC

Vision –

*Weber* –“ Intelligent sharing in a caring environment”

Curriculum reflects this well now...

*Apiti* – Learn for Life

*Porangahau* –

-Looking at curriculum / how we can get our kids learning

Maori

*Weber* – Maori learning progressions

Rangitane – people teaching (Everyone or as an elective)

*Porangahau* - Kau mo to wehi - great resource to use daily and integrate into programmes

‘Learning with the children’

Using the local resources / place – seen a change in attitudes ...

*Apiti* – Sustaining a positive attitude with families through ‘low key’ integration

Student / Teacher Enquiry

Learning how to learn

Strategies used to get better at this ...

Chris Watkin’s emphasis on reflection

Measure or Describe

What does it look like – Examples

* *Weber*

Noticing / observing / investigating + questioning

Juniors –

Take photos – kids writing the captions

Bubbles – play time first

Before and after – drawing – creating

Science / observing

Ongoing learning journey – Parent share learning journey

Seniors –

Looked at the investigation process – ordered

Gave an investigation – ordered and linked to steps

Simple investigation – did and wrote up using investigation process

Questions to change variables

Made own investigation

Next step = Independent investigation at home

Are the children who really need learning strategies really getting better?

Moved from investigating to noticing and observing

Difference between Noticing and Observing / Drawing and Sketching

How do we make links / connections?

Writing – General topic – kids choose specific topic and genre and develop this to be shared using the writing process.

What was your thinking behind it?

* *Apiti*

Music / writing speeches / maths / production

Key Competencies – but include the language – noticing / how did you get better / helping others – asking for help / cooperating / practising / independent learners / using experts / try a different strategy

Noticing transfer of learning strategies across contexts

Lots of oral reflection, goal setting and next step. How do we capture this most effectively?

Quality Reflection - What does a ‘good’ reflection look like? - Brian will think about this a little too.

Have I got better?

How did I learn it? (What learning strategies have I used?)

How have I got better from last time?

|  |  |  |
| --- | --- | --- |
| Action taken | Impact | How do I know |

Our reflection headings with Colyton Cluster. Are these useful?

* *Porangahau*

Vision for school - Kotahitanga

5 rights – Right effort / Right speech / Right action / Right view / Right concentration / Right thought

What does good look like? What learning environment do we want to develop to encourage this?

Develop what it looks like with the kids??

Effective teaching and learning enquiry

What happened ?

How do I know? -Evidence of accelerated learning?

Student Reading books – By S.E. Hinton

Literacy Programme:- Classroom learning community rather than teacher dominated

Professional Reading:-

* The Cafe Book / The Daily Five- By Gail Boushey & Joan Moser – American reading programme – specific goals based on reading / writing needs - Comprehension / Accuracy / Fluency / Expand vocababulary
* Classroom learning community – Chris Watkins

Personal Goals:- As recorded individually

Brian’s Goal:-

* Extending the learning community in the classroom idea
* Reflect on how we can reflect with use / purpose

‘Believe it – Achieve it’

Thanks to the Coles Partnership for a great day!!!

And a fantastic morning tea and lunch!